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ABSTRACT

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer podiatric assistant curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of podiatric assistants. In chapter 4 alternative curriculum approaches are presented--an associate degree program, and certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter (chapter 6) contains five abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools having a past or current interest in podiatric assistant programs and related agencies/organizations, tasks, American Podiatry Association accreditation information, and bibliographies of podiatry materials. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB)

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PODIATRIC ASSISTING: A CURRICULUM PLANNING AND RESOURCE GUIDE

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PREFACE

In 1978 CONSERVA, Inc. was awarded a contract by the Illinois Department of Adult, Vocational, and Technical Education (DAVTE) to identify new and emerging occupations within the State and to determine the types, levels, and distribution of new vocational education curricula which are needed to meet the employment demands for skilled workers in those occupations. To accomplish the objectives of the project, CONSERVA staff undertook a search for potential new occupations through a review of similar national research efforts, recently enacted Illinois legislation, and technical and trade journals. Telephone contacts to identify new and emerging occupations were made with over 450 individuals nationwide, representing industries, educational institutions, professional and trade associations, government agencies, labor unions, service organizations, and private employers.

Through these cumulative efforts, seven occupations were identified which met pre-determined criteria defining new and emerging occupations, i.e., 1) the occupation has come into existence within the past decade; 2) the occupation is skilled or technical in nature, requiring at least six months of vocational education preparation but less than a four-year college program; 3) there are no or limited vocational education programs within Illinois which are preparing students to

enter the occupation; and 4) information is currently available which reflects an anticipated shortage of workers within the State over the next five years. The seven identified new and emerging occupations are:

- Biomedical equipment technician
- Industrial hygiene technician
- Podiatric assistant
- Therapeutic recreation technician
- Swine confinement facility assistant manager
- Solar energy technician
- Halfway house manager

In order to hasten the inauguration of curricula for these new and emerging occupational areas, the Illinois Department of Adult, Vocational and Technical Education (DAVTE) awarded a second contract to CONSERVA. The purpose of that project was to locate new and emerging curricula that are currently in existence in the nation, to obtain available curriculum documentation for each of the seven occupational areas and to incorporate that information into seven curriculum resource guides. This volume represents one of the products of that effort, a curriculum resource guide which can be used as a basis for initiating a curriculum for preparing Podiatric Assistants.

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I. INTRODUCTION

Podiatric Assistants provide clinical and administrative support to podiatrists in the delivery of medical services to patients. Podiatrists have utilized assistants since the inception of the profession approximately 60 years ago. However, only recently, with the increased demand for podiatry services, have assistants become prevalent in group and private practice settings and begun to assume medical responsibilities under the immediate supervision of a podiatrist.

The employment demand for podiatric assistants in Illinois over the next several years is substantial. A recent study projected the five-year demand for podiatric assistants to 404 for Illinois as a whole, with 228 positions concentrated in the Chicago area. Those estimates were based on data which did not account for the growing popularity of jogging, a sport and hobby which will undoubtedly further the demand for podiatric services. Currently, no podiatric assistant programs exist in Illinois for fulfilling this need.

This curriculum planning and resource guide was prepared to serve as a basis for local educators to determine the resources needed to offer podiatric assistant curricula and to initiate program development at the local level. The difficulties and expense of implementing curricula for a relatively new occupation such as podiatric assistant are well documented (Meleen, et al., 1976; Nelson, 1978; Spetz, et al., 1978; and Forgione and Kopp, 1979). This guide is intended to facilitate podiatric-assisting curriculum development in Illinois by taking full advantage of related curriculum development efforts of institutions across the nation.

Essentially, the curriculum planning and resource guide is a synthesis of curriculum materials recently or currently being used to prepare podiatric assistants. It consists of a description of job duties and required competencies, suggested curriculum options, program resource requirements, abstracts of curricular materials and appendices listing further sources of information. Information presented in the guide was obtained from podiatric assistant curricula (See Appendix A) identified through extensive contacts with State vocational education agencies, professional associations and local vocational education programs. In all instances, representatives of podiatry assisting curricula graciously provided CONSERVA with documentation of available curriculum materials and offered assistance in identifying instructional materials, resource requirements and other useful information. Contacts made with educational publishers and producers of audio-visual instructional materials served to identify and procure textbooks and other learning materials available for providing instruction in podiatry assisting.

Suggested procedures for using the curriculum planning and resource guide are presented in the next chapter, which describes a five-step curriculum development process keyed to the contents of this guide. This is followed by chapters describing podiatric assisting job duties, alternative curriculum approaches and program resource requirements. The final chapter presents abstracts of available curriculum and instructional resources.

II. PROCEDURES FOR USE

Presented in this chapter are procedures for using this guide as a resource in the planning, organization and development of a curriculum in podiatric assisting. The approach advocates the reliance on existing podiatric assistant curricula which have been developed by other institutions. Though it is seldom practical or feasible for an institution to adopt an existing curriculum in its entirety, the work of others does offer a solid foundation upon which to base planning and development activities. The steps outlined below illustrate how the materials presented and referenced in this guide can be utilized in initiating a curriculum for podiatry assisting, an occupation which has been determined new and emerging in Illinois, yet one for which curricula have been established in other parts of the country.

The curriculum development process is summarized in Table 1, accompanied by a rationale for each of the procedural steps and references to relevant sections of the resource guide. The procedures elaborated upon below assume experience in curriculum development on the part of the reader. Steps which are well-known to those with such experience are briefly outlined and tied in to relevant information presented in this guide. In those instances where traditional curriculum development procedures are not appropriate due to the newness of the occupation, further elaboration is provided.

Table 1.
Curriculum Planning and Development for New and Emerging Occupations

Step	Purpose	Reference
1. Determine area or regional employment opportunities and extent of student interest	To justify offering the program	Figure 1 Chapter III
2. Establish curriculum advisory committee	To obtain advice on the structure and content of the curriculum and the methodology to be utilized in instruction	Chapter V Appendices B, C
3. Verify, modify, and refine job competencies and/or duties	To align general duties with specific local employment requirements	Chapter III Appendix D
4. Assess resource requirements	To determine institutional capability to offer the program	Chapter V
5. Develop curriculum	To align resources with job competencies and student interests and qualifications	Chapters IV, V, VI Appendices E, F

Step 1. Determine Area or Regional Employment Opportunities and Student Interest

The first step in planning a curriculum for podiatric assistants is to determine the demand, in terms of employment opportunities and student interest, for offering training in the occupational area. Five-year projections of regional demand for podiatric assistants have been estimated using data on the demand for podiatrists, produced by the Governor's Office of Manpower and Human Development (Spetz, et al., 1978). These projections, which are portrayed in Figure 1, can serve as a preliminary estimate of employment demand. However, since the estimates are based on secondary sources of regional employment demand, they are subject to local fluctuations. Thus, if the regional estimates indicate a potential need for a program in podiatric assisting, a more in-depth investigation of the demand should be undertaken. This will first involve conferring with other post secondary and/or proprietary schools in the region to determine whether any of those institutions are planning to respond to the need by developing similar curricula. Findings from such conferences could result in the need for joint developmental efforts or a determination that only one operating curriculum is necessary to meet the regional demand. In the latter case a joint decision between the institutions and the appropriate State agency as to the most qualified and/or cost-efficient institution(s) to offer training should be sought.

The next step is to refine the preliminary demand estimates through a survey of the potential employment community.

Job duties and typical employers of podiatric assistants are listed in Chapter III of this report. That information may be used as a basis for the development of survey instrumentation and selection of a sample of employers. It will be necessary to include a podiatric assistant job description in the instrumentation. This will ensure that employers are responding to similar positions even if the position is not referred to as a podiatric assistant. Additionally, employers should be requested to list any discrepancies in the job description as compared to the duties of their podiatric assistants. Contacts made with employers during the survey process should further serve to reveal additional places of employment of podiatric assistants, to identify potential curriculum advisory committee members and/or participants in a cooperative vocational education program, and to stimulate community interest.

The other component of demand which is necessary to estimate prior to curriculum development is student interest in, and qualifications for, the podiatric assisting curriculum. This is particularly important for ensuring sufficient enrollment when large expenditures, particularly for equipment purchases and instructional costs, are anticipated. The information on job duties (Chapter III) and typical curriculum and course requirements (Chapter IV) can help to determine potential student interest in enrolling in a podiatric assisting curriculum. Summaries of that information can be provided to career information or guidance centers and secondary school guidance counselors in the service area to obtain estimates of potential student interest.

Figure 1.
1978-1983 Regional Employment Requirements for
Podiatric Assistant (Statewide Total = 404)



When the necessary information on students' interests is not directly available from the career information centers or guidance counselors, it may be desirable to conduct a survey of potential students. The sample could include students enrolled at the institutions, secondary students enrolled in both public and private institutions, and selected out of school populations such as persons employed in the related field of medical assisting. Again, the information on job duties and curriculum and course requirements contained in Chapters III and IV can be summarized in the survey instrument. The results of the survey will not only provide information on student demand but also indicate the types of students the curriculum is most likely to attract—information that later will be useful in designing a curriculum. If the decision is made to offer the curriculum, these potential podiatric assistant students should be made aware of its availability.

Step 2. Establish Curriculum Advisory Committee

The second stage of the development process, provided that sufficient demand exists for the curriculum, is to es-

tablish a curriculum advisory committee. Since the committee will be heavily involved in subsequent steps in the curriculum development process, it is imperative that in the selection of members adequate consideration be given to individuals' qualifications in light of the responsibilities of the committee. Potential members of a podiatric-assisting curriculum advisory committee are presented in Chapter V. Additionally, the institution may wish to include outside consultants on the advisory committee if insufficient local expertise exists. Since the emphasis on clinical assisting in podiatry is relatively new, it may be essential to solicit external, up-to-date information. This may be obtained from relevant agencies and organizations, in addition to consultants. Lists of potential consultants for developing a podiatry assisting curriculum and relevant groups are presented in Appendices B and C, respectively.

At the first meeting of the advisory committee, it is suggested that procedures for the operation of the committee, extent of authority, principal objectives and time schedules be established. Subsequent responsibilities of the committee will be to ensure that the curriculum is consistent with employer requirements and to facilitate placement of students.

Step 3. Verify, Modify and Refine Occupational Competencies and/or Duties

The derivation of job competencies can be a time-consuming and difficult task, particularly for new and emerging occupations. An alternative is to verify and refine existing competencies and/or task listings. Various lists of occupational competencies and tasks of the podiatric assistant, which supplement job duties described in Chapter III, are presented in Appendix D. These should be reviewed and refined to reflect unique and general employment requirements of the institution's service area. Input from the curriculum advisory committee and/or employers surveyed in Step 1 will facilitate the accomplishment of this process.

Employer input may be obtained concurrently with the survey conducted in Step 1 by appending a list of tasks or competencies to the survey questionnaire. Employers are requested to rate tasks, manipulative and communication skills, and technical knowledges as to their relevance to the occupation. For example, a five-point rating scale could be applied to a list of skills.¹

- 5 - The skill is essential
- 4 - The skill is very important
- 3 - The skill is desirable
- 2 - The skill is not important
- 1 - The skill is not applicable

A similar scale could be applied to the rating of tasks and technical knowledges. Employers should also be given the opportunity to add to or modify the presented skills, tasks, and technical knowledges. Based on the employer ratings and similar input from curriculum advisory committee members, job competencies can be refined to reflect the needs of the service area. These refined competencies should then be used in defining segments of a podiatric assisting curriculum.

¹ From Johnson County (Kansas) Community College, Office of Institutional Research. "Employer Manpower Needs and Job Entry Requirements for Biomedical Equipment Technician."

Step 4. Assess Resource Requirements

In order to determine the capability of an educational institution to offer the curriculum, it is necessary to assess the capabilities of the instructional staff, facilities and equipment available to provide students with the needed manipulative skills, technical knowledge and communication skills. The available resources will have a definite impact on the structure of the curriculum developed in the next step. For example, if equipment necessary for teaching laboratory skills is not available, a cooperative program may be considered.

The types of equipment, facilities and instructors necessary for implementing a podiatric assistant curriculum are presented in Chapter V. With the assistance of the curriculum advisory committee, suggested resources should be evaluated in light of the refinements in job competencies made in Step 3. Additions or changes to resource requirements may be necessary to align them with unique area or regional employment requirements. The resources of the institution should then be assessed as to whether they are adequate to meet the requirements of a podiatric assistant curriculum. Where resources are lacking, outside assistance could be solicited; e.g., equipment contributions from hospitals or private practitioners, supplementary guest lectures, equipment demonstrations by suppliers or field trips. Cooperative arrangements with employers of podiatric assistants, consisting of on-site learning opportunities for students, could also serve to lessen the burdens of expenditures for equipment and instructional resources.

Step 5. Develop Curriculum

At this point, it will be appropriate to determine the curriculum objectives and course progression, instructional materials, and methods and modes of instruction to be used in teaching students the necessary competencies to function as podiatric assistants. Curriculum advisory committee input is most important during this phase of the curriculum

planning process. Suggested podiatric assistant curriculum options, which are based on curricula developed in other institutions across the nation, are presented in Chapter IV. Dependent on institutional resources, area or regional competency requirements, and anticipated student interests and qualifications, one or a combination of the curriculum options may be selected. Curriculum and coursework content may then be modified or expanded to address curriculum objectives and unique service area and institutional requirements. Materials obtained from existing programs are abstracted in Chapter VI. These guides and materials may be of further use in determining the appropriate curriculum and will be available for local review from the East Central Curriculum Coordination Center in Springfield.

Once the curriculum has been outlined and course objectives established, appropriate instructional materials for achieving the objectives will need to be identified. This process can be facilitated by reviewing the abstracts of instructional materials presented in Chapter VI. A majority of the materials abstracted have been procured and will be made available by DAVTE to local educators for further review, preview and assessment of learning possibilities.

The steps outlined in the foregoing discussion represent an approach to curriculum development that relies heavily on the developmental efforts of others. However, it is not suggested that an existing curriculum be adopted in whole without giving due consideration to the transferability of such components as regional employer requirements, student needs, and resource and institutional requirements. The value of a curriculum advisory committee in addressing these considerations has been stressed throughout the curriculum development process. If the recommended steps are taken in the planning and development of the curriculum, the guide may serve to eliminate duplication of effort and as such can represent a cost-effective approach to curriculum development.

III. JOB DESCRIPTION

This chapter describes the job duties and typical employers of podiatric assistants. The information is intended for use during two steps of the curriculum planning process. First, it can serve as a guide when contacting employers and students to determine employment opportunities for podiatric assistants and student interest in enrolling in a podiatric assisting curriculum. Secondly, the general information on job duties and the specific competencies presented in Appendix D can be reviewed, modified and refined by employers and advisory committee members so as to ensure that the curriculum will be responsive to the specific podiatric assisting occupational skills needed in the service area.

The podiatric assistant helps a podiatrist by performing many of the routine support activities necessary in the provision of podiatry services to patients. The responsibilities and duties of a podiatric assistant vary depending upon the size and nature of the practice and the number and roles of other auxiliary personnel employed. The responsibilities may be grouped into two general areas: clinical and office. A general description of the duties in each area follows. Additionally, a detailed listing of tasks performed by assistants was developed by 916 Area Vocational Technical Institute in White Bear Lake, Minnesota, and is presented in Appendix D.

In the clinical area, the podiatric assistant supports the podiatrist's efforts by taking patient history; performing preliminary examinations; recording results of podiatrist's examination; preparing or removing pads, strappings and dressings; and sterilizing treatment facilities and equipment. In addition to these general assisting duties, the assistant may also render support in the areas of x-ray, biochemical evaluation, orthopedic laboratory services and surgery. The x-ray responsibilities of the assistant include instructing and positioning the patient, exposing and developing the film and storing the film. Biomedical duties involve measuring foot motion and function, casting the foot and taking x-rays of the structure influencing the patient's gait. In the orthopedic lab the podiatric assistant makes impressions for, fabricates and repairs orthotic devices and appliances. Subsequently, the assistant instructs patients in the use and care of the devices, and adjusts and repairs them. In the surgical area, the assistant prepares surgical packs and supplies before surgery, passes instruments to the podiatrist during surgery and cleans

the facility after surgery. The clinical assistant may be known as a podiatric assistant, chairside assistant, podiatric technician, charge nurse, surgical assistant or nurse.

In the office area, the assistant answers the telephone, schedules appointments, receives patients and coordinates patient flow into the treatment centers. The assistant also answers written correspondence, handles patient and third-party billings, maintains and files financial and medical records, monitors supply and equipment inventory and replenishes them as needed. In some settings the office assistant is referred to as a medical receptionist or secretary. In a large practice employing several assistants, one may be designated as business manager, office coordinator or office manager. In this capacity the assistant performs the supervisory functions of delegating assignments, evaluating performance, conducting staff meetings, training new assistants, and identifying and helping to resolve administrative problems. Additionally, the lead assistant keeps the podiatrists fully informed of the status and progress of all matters in the office.

In general, the clinical assistant performs supportive medical tasks, thus allowing the physician to treat a greater number of patients. The office assistant in the podiatry practice, conversely, usually does not participate in the medical treatment of patients. Large group practices generate a patient load capable of supporting the duties of both types of assistants. In some practice settings this division of labor may not be evident. In a practice with a single podiatrist, an assistant may be required to perform both office and medical activities. However, with increasing delegation of tasks to medical support personnel, the single practitioner may also support more than one assistant. The optimal situation would be that each assistant is trained in office and medical duties, enabling them to perform in both capacities. This would not only allow for greater flexibility in an office situation, but also offer the assistants greater job opportunities and mobility.

Podiatric assistants typically are employed in single- or multiple-podiatrist offices and clinics. For the purpose of employer surveys, these potential places of employment may be identified by searching under podiatrist in the yellow pages of area telephone directories.

IV. CURRICULUM APPROACHES

This chapter provides information on the structure of podiatric assisting curricula and the content of specific courses designed to provide students with the various skills and technical knowledges necessary for employment as podiatric assistants. The curriculum structure and content reflect alternative approaches for preparing skilled podiatric assistants. Each alternative is presented for consideration in light of institutional resources and service area needs; they are intended to serve as a framework which can guide in developing podiatric assisting curricula within Illinois.

Two basic approaches, one leading to an associate degree, the other to a certificate, have been shown to be effective in preparing knowledgeable and skilled podiatric assistants. The associate degree-granting programs require the equivalence of four semesters of full-time study. The curriculum consists of courses which emphasize the manipulative skills in podiatry, scientific and technical information, and general education. In addition to their regular classes, students participate in practicums where they have the opportunity to observe and interact with practicing podiatrists and podiatric assistants, as well as apply their classroom learning under the supervision of podiatrists. This cooperative education approach helps to ensure the currentness of instruction in terms of podiatric knowledge, procedures and equipment.

Podiatric assistant certificate-granting curricula contain two semesters of coursework, which may constitute the first half of an associate degree curriculum. Because of the program's relatively short duration, general education courses are de-emphasized to allow emphasis to be placed on podiatric courses and, to a lesser extent, the basic sciences. Along with their classwork, students gain practical experience through their work in practicums.

The type of curriculum a community college should offer will be determined by employment demand and other labor market characteristics, student needs and interests, and institutional resources. This information will be collected in the employer and student surveys (Step 1) and the assessment of institutional resources (Step 4) in the curriculum development process described in Chapter II.

ASSOCIATE DEGREE PROGRAM

Associate degree curricula in podiatric assisting are characterized by their emphasis on developing technical knowledge and manipulative skills in podiatry and the communication skills necessary to interact with co-workers and patients. Podiatric coursework includes topics such as diseases of the lower extremities, surgical practices, orthotics, physical examinations and office procedures. Supporting the clinical studies are courses in chemistry, anatomy and physiology. Types of general education coursework found in two-year programs include written and oral communication, psychology, and health.

In the recent past, two associate degree curricula have been offered for preparing podiatric assistants. Jefferson Community College in Louisville, Kentucky offered a two-year curriculum from 1972 to 1977, while Essex Community College in Baltimore, Maryland has the only accredited*

curriculum in operation today. The curricula at the two institutions are very similar; however, because the universe of information concerning associate degree curricula is so small, both curricula are given below. Descriptions of the podiatry courses are also provided. More detailed course descriptions and curriculum information are contained in *Podiatric Assistant: Supplemental Curriculum Information*. This document is available for review and inspection at the

East Central Curriculum Coordination Center
Professional and Curriculum Development Unit
Department of Adult, Vocational and
Technical Education
100 North 1st Street
Springfield, Illinois 62777
(217)782-2827

Jefferson Community College

	Semester Hours Credit
<i>First Semester</i>	
ENG 101 Freshman Composition or CMS 151 Composition for Technical Students	3
BOE 117 Typewriting or BOE 118 Advanced Typewriting	3
CHE 100 Introductory Chemistry	4
ANA 206 Elementary Anatomy	3
POD 100 Introduction to Podiatric Medicine	3
	16
<i>Second Semester</i>	
ENG 102 Advanced Freshman Composition or CMS 152 Composition for Technical Students II	3
SOC 101 Introductory Sociology	3
BOE or BE course	3
PGY 206 Elementary Physiology	3
POD 120 Biomechanics I	3
Free elective	3
	18
<i>Third Semester</i>	
POD 220 Biomechanics II	3
POD 230 Clinical Podiatry I*	2
POD 240 Surgical Podiatry I	3
POD 250 Diseases of the Lower Extremities	3
PSY 210 General Psychology	3
BOE or BE course	3
	17
<i>Fourth Semester</i>	
POD 205 Basic Elements of Radiologic Technology	3
POD 231 Clinical Podiatry	4
POD 241 Surgical Podiatry II	3
POD 245 Emergency Medical Care	3
	13
TOTAL	64

POD 100 Introduction to Podiatric Medicine. This course provides an overview of the work in a podiatrist's office. The functions and duties of the podiatric assistant are described.

* The American Podiatry Association is the accrediting body for podiatric assistant programs. Its accreditation procedures manual and program evaluation criteria are presented in Appendix E.

The basic specialty equipment used in a podiatry office are demonstrated. The students are introduced to common podiatric medical materials and supplies and their uses. Modern podiatric record keeping procedures are explained. Information concerning laws relating to the practice of podiatric medicine and medical terminology will be included.

POD 120 Biomechanics I. Students are introduced to anatomy, physiology, kinesiology, structure and function of the lower extremities and conducting the physical examination. Biomechanics is discussed in terms of foot evolution and development, anatomy, and interrelationship of the lower extremities to the body above. The foot's function and structure are related to comfort, support, foot balance, foot motion, weight distribution, vitality, power, bone variations, a normal balanced foot and foot abnormalities.

POD 205 Basic Elements of Radiologic Technology. The nature, properties, and production of x-rays are introduced. Radiographic equipment and procedures are presented. In-depth treatment is given to radiological hazards and appropriate safety precautions. Students are shown and subsequently perform positioning of patients. The technique of proper exposure utilizing both radiologic and podiatric technique and development of x-ray film are illustrated through theory and practice.

POD 220 Biomechanics II. This course builds on the information presented in Biomechanics I (POD 120). The mechanism and types of gait are discussed. Procedures for examination of the foot are covered. Mechanical therapy is studied in terms of techniques for casting of the foot and leg, and types and construction of orthotics.

POD 230 Clinical Podiatry I. Students are exposed to common foot and leg disorders, and usual modes and methods of treatment in this field practicum. The students refine their skills in communicating with doctors and patients. Laboratory test procedures are performed and the significance of the findings discussed. Physical therapy modalities are reviewed. Students observe the use of and gain experience with various types of instrumentation.

POD 231 Clinical Podiatry II. This course builds on the learning gained in Clinical Podiatry I (POD 230). Students acquire clinical experience in hospital, nursing home, and private practice environments. Special emphasis is placed on assisting in private podiatry practice. The students acquire competencies in the areas of office administration, physical therapy, biomechanics laboratory, surgical casting, clinical laboratory, chairside assisting and post-operative care.

POD 240 Surgical Podiatry I. The fundamentals of surgical podiatric services are explored in this course. Special considerations in foot surgery are covered. The use of equipment such as an oscilloscope or sphygmomanometer is explained. Pre-operative evaluation is presented along with pre- and post-operative care. Surgical preparation, including pack and patient preparation, and aseptic and sterile technique, are described. Medical emergencies and drugs are also detailed.

POD 241 Surgical Podiatry II. This course adds to the surgical knowledge base provided in Surgical Podiatry I (POD 240). The neuro- and musculo-skeletal anatomy of the foot are described. Specific surgical procedures and the associated assisting procedures are explained. Sterile techniques are explained. Preparation of the operation room is presented. In the lab the students acquire competencies in areas such as recording a patient's history and vital signs, proper scrub techniques, suture materials, surgical instruments and

equipment, and disposal of tissue. Artificial respiration and closed chest massage are demonstrated by the instructor and practiced by the student.

POD 245 Emergency Medical Care. This course covers the various aspects of emergency medical care pertinent to assistants in a podiatry practice. Shock, the various types, how to recognize it, and how to institute immediate medical care are described. Students participate in various types of cardiopulmonary resuscitation. Also included are pertinent drugs: their actions, uses and side effects.

POD 250 Diseases of the Lower Extremities. This course focuses on systemic and local disorders and how they affect the lower extremity. The lower extremity is anatomically reviewed. Subsequently, microbiological, vascular dermatological, rheumatic and diabetic disorders are covered. Various types of deformities (e.g., congenital, torsional and rotational) are described.

Essex Community College

	Semester Hours Credit
<i>First and Second Years*</i>	
POD 101 Introduction to Podiatry	3
POD 102 Diseases of the Lower Extremity	3
POD 103 Podiatric Radiography	3
POD 104 The Podiatric Office	3
POD 151 Clinical Practice I	3
POD 152 Clinical Practice II	3
ENG 101 Composition and Rhetoric	3
BIO 102 Human Anatomy and Physiology	4
SPCH 100 Fundamentals of Communication	3
<i>Third and Fourth Years</i>	
POD 201 Pathophysiology for the Podiatric Assistant	3
POD 251 Clinical Practice III	3
POD 252 Clinical Practice IV	3
BIO 201 General Microbiology	4
ENG 102 Composition and Literary Forms	3
CHEM 111 College Chemistry-Inorganic	4
LTPE Physical Education Electives	2
HEA 150 Health: You and the Community	3
ELEC Social Science Elective	3
ELECS Electives	4
TOTAL HOURS	60

* The podiatric assistant curriculum at Essex Community College is designed and operated for part-time students. Therefore, even though the curriculum is the equivalent of four semesters of full-time education, it is shown as requiring four years in the college catalog.

POD 101 Introduction to Podiatry. This course gives the student a broad introduction to podiatry and the human body. The history of podiatric medicine, medical law, ethics and etiquette are covered. The prefixes and suffixes relating to podiatry in medical terminology are presented. Anatomy and physiology of the human body and the relationships between various body systems and functioning of the lower extremities are studied.

POD 102 Diseases of the Lower Extremities. Common systemic and local diseases of the lower extremities, as well as common foot problems, are considered. Students are introduced to techniques of obtaining a podiatric history from a patient and performing a physical examination. The specific content of the course is divided into the medical history (statistical history, chief complaint, history of present illness, etc.); physical examination (physical findings, vital signs, vascular examination of lower extremities, etc.); laboratory and x-ray reports; findings and impression from history and examination; proposed treatment; progress notes; and account record.

POD 103 Podiatric Radiography. This course familiarizes students with the use and hazards of x-rays. The history of radiography is presented. Regulations governing x-ray procedures are covered. The techniques of taking foot x-rays and developing the film are studied, as well as problems encountered.

POD 104 The Podiatric Office. Students are introduced to podiatric office management and procedures in this course. The fundamentals of economics and accounting are provided. Fees, collections, medical insurance credits and banking are covered. Practices concerning appointments, patient control, filing and charting are included. Additional items presented are telephone technique, doctor rapport and correspondence.

POD 151 Clinical Practice I. This course is a clinical practicum conducted in a podiatric office under the supervision of a practicing podiatrist. Students develop skills in physical therapy techniques, radiographic procedures, autoclaving and sterilization, and casting and fabrication of appliances.

POD 152 Clinical Practice II. This course is a clinical practicum taking place in a podiatric office under the supervision of a practicing podiatrist. The student develops skills in history-taking and physical examination; podiatric hygiene; and strapping, padding and assisting with patients.

POD 201 Pathophysiology for the Podiatric Assistant. This course provides a comprehensive overview of systemic and local disorders and their effects on the lower extremities, with particular emphasis on knowledge and skills required of the podiatric assistant. Inflammatory, infectious, bony, and soft-tissue conditions affecting the feet are covered. Biomechanical evaluations of foot problems and appropriate appliances for relief of the problems are studied.

POD 251 Clinical Practice III. This course is a clinical practicum occurring in a podiatric office under a practicing podiatrist's supervision. Students develop skills in surgical preparation, instrumentation, sterile techniques, assistantship during podiatric surgery, and post-operative management of the patient.

POD 252 Clinical Practice IV. This course is a clinical practicum conducted in a podiatric office under the supervision of a practicing podiatrist. The student continues to develop skills in podiatric surgery and reviews other practical aspects of podiatric assistantship. Included are a review of sterile techniques, history-taking, the hospital medical record, assisting the surgeon, scheduling for hospital treatment and reviewing the patient's charts.

CERTIFICATE PROGRAM

Community colleges may use curricula which grant certificates as a second approach to prepare podiatric assistants for their role in the medical field. The principle thrust of these programs is the provision of the specialized knowledge

and skills required to function effectively as a paraprofessional member of the podiatric team. Coursework emphasizes anatomy and physiology, pathology, diagnostic and therapeutic procedures, and office procedures. Field practicums allow students to observe and interact with practicing podiatrists and assistants, as well as gain experience in applying the theories and principles learned in the classroom.

Two certificate programs in podiatric assisting have existed in recent years. The Pennsylvania College of Podiatric Medicine in Philadelphia offered a certificate curriculum from 1973 to 1977; Essex Community College awards a certificate to a student upon completion of the first half of its associate degree curriculum. The two curricula are similar in the topics covered with a few exceptions. First, the Essex curriculum includes two courses on communication. Second, the Pennsylvania college required 480 hours of clinical field work while Essex requires 350. This difference may be explained by Essex's requirement that a student be employed at least six months in a podiatric office before enrolling. Thus, incoming students enter with some podiatric experience.

The curriculum and associated course descriptions of the Pennsylvania College of Podiatric Medicine are presented below. The same course titles are used in each of the two 16-week semesters. Course descriptions encompass the material presented in both semesters of study. Additional curriculum information is contained in the document *Podiatric Assistant: Supplemental Curriculum Materials* available at the East Central Curriculum Coordination Center.

Courses

- Basic Science Fundamentals
- Clinical Assisting Procedures
- Administrative Office Procedures
- Introduction to Podiatry
- Clinical Training Program

Basic Science Fundamentals. The essential anatomy, physiology and pathology of each of the major body systems necessary for a basic understanding of the various health problems confronted in the field of podiatry are presented. The musculoskeletal, integumentary, cardiovascular, nervous and metabolic-endocrine systems are covered.

Clinical Assisting Procedures. The majority of the routine and special diagnostic and therapeutic procedures that the assistant will be called upon to perform are introduced. Each procedure is carefully explained and demonstrated by the instructor, who augments the presentation, where possible, with illustrations, videotapes and slides. The students then perform the procedures upon one another or manikin models under the supervision of instructors who appraise individual proficiency and level of attainment.

Administrative Office Procedures. The course considers office location, decor, equipment, functions and personnel. Individual and group practices with single and multiple auxiliary personnel are fully presented. Patient types and motivation, psychology of guidance and complaint management, and program presentation are covered. Secretarial and business aspects of practices, including typical correspondence, payments, billing procedure, records, filing, insurance forms and office statistics, are presented. Work scheduling, appointment control, recall systems and case records are thoroughly detailed and discussed. Special assisting roles

and duties of the roving, chairside, orthotic and surgical assistant are covered. The role of the experienced assistant as general office manager and team supervisor is described and clarified.

Introduction to Podiatry. A broad overview of podiatry is provided the student. The history and scope of the field are defined. Pertinent health problems are discussed, along with podiatry services and responsibilities. The development, structure and function of the foot are covered. Various diseases, disorders and injuries are introduced. The aims and future of podiatry are discussed, as well as professional ethics and organizations.

Clinical Training Program. The students work under supervision in various clinical areas and departments for a total of 15 hours a week during both semesters. The students gain experience in the different types of assisting including general care; diagnostic, orthopedic, surgical, x-ray and clinical laboratory; physical therapy; and orthotic/prosthetic lab. Performance under actual treatment conditions must meet with the approval of the attending clinical instructor. Assisting progress and attainment is reviewed periodically by the Program Director through conference with students and instructional staff. During the first week of the program, orientation lectures are given by the clinic staff regarding policy, protocol, rules and regulations of the clinic. Students are given a copy of the Clinic Manual, which contains all pertinent information.

DISCUSSION

Evidence indicates a definite need for podiatric assistant education in Illinois, particularly in the Chicago area. The preceding section has described several curriculum alternatives community colleges may use as a basis for curriculum development. High employment demand and an excellent curriculum, while necessary, are insufficient to ensure sustained curriculum success. The experiences of the three recent curricula for podiatric assistants are instructive in this regard.

In 1977, a lack of financial resources forced the termination of the one-year certificate podiatric assistant curriculum at the Pennsylvania College of Podiatric Medicine, a curriculum that had begun four years earlier. Also in 1977, Jefferson Community College terminated its two-year

associate degree podiatric assistant curriculum. Three factors were instrumental in the curriculum's demise. In general, salaries for degreed podiatric associates were not reflective of their formal education. Thus, there was little extrinsic incentive for aspiring assistants to obtain a degree before seeking employment. The number of job openings for podiatric assistants in the area declined as program graduates assumed available positions, significantly reducing the probability of later graduates finding local employment in the field. Perhaps for these two reasons, students exhibited low interest in the curriculum, and enrollment suffered. In 1977 a federal grant which had supported 85 percent of the curriculum's operating cost ended. Though not cited as a reason for its cessation, the curriculum ended simultaneously.

Essex Community College was the only institution identified in this study currently offering a podiatric assistant program. Its approach differs in several key respects from those adopted by the two institutions previously discussed. Essex Community College offers education on a part-time basis to employed podiatric assistants. Classes convene every three weeks in the evening. Consequently, the certificate curriculum requires two years for completion, and the associate degree curriculum four years.

In planning and conducting podiatric assistant programs, Illinois community colleges will benefit from a closer examination of the three curricula highlighted in this chapter. As noted earlier, more details concerning the curricula are contained in the document *Podiatric Assistant: Supplemental Curriculum Information* available at the East Central Curriculum Coordination Center.

In addition to being able to benefit from the developmental work and experiences in other states, Illinois community colleges have a valuable in-state resource to draw upon in the Illinois College of Podiatric Medicine. The faculty of the college are well-qualified to teach the clinical/scientific courses in a podiatric assistant curriculum. It may be possible for community colleges, particularly in the Chicago area, to form cooperative agreements with the podiatric medical school to train podiatric assistants. The community college would be responsible for general education courses, and the College of Podiatric Medicine for the clinical/scientific courses. In addition to being a source of classroom faculty, the college maintains a large clinic suitable for offering clinical work experience to podiatric assistant students.

V. RESOURCE REQUIREMENTS

The successful initiation and conduct of a podiatric assistant curriculum depends on adequate resources in many areas. Three of the more critical resources are the curriculum advisory committee, facilities and equipment, and the instructors. The following sections provide planning guidelines concerning each type of resource.

Curriculum Advisory Committee

The advisory committee performs a vital role in the initial development of a podiatry assistant program, as was noted in Chapter II. Once a curriculum is established, the committee continues to provide critical support by assisting in cooperative arrangements and job placement, reporting developments in the field which require curriculum modifications or equipment acquisitions, evaluating the performance of graduates and recommending curriculum modifications based on the evaluation, and serving as a link between the school and the community.

The nucleus of the committee should be comprised of practicing podiatrists whom the students are currently assisting or will be assisting upon graduation. The various types of podiatric practices (single podiatrist, group or clinic) should be represented. Employed podiatric assistants should also be represented on the committee.

Medically-oriented professionals from other fields would also be appropriate for committee membership. These persons can provide supportive guidance in such areas as chemistry, radiology, nursing, physical therapy and medicine.

If consistent with State and institutional policies, a community college may wish to consider including an educator for curriculum development suggestions. Additionally, once the curriculum is implemented, students or recent graduates in podiatric assisting would be useful members of the committee.

Facilities and Equipment

Existing classroom and laboratory facilities are likely to require little if any modification in order to be suitable for providing the instruction necessary for a podiatric assistant curriculum. Since much of the laboratory preparation can be provided in podiatry offices and clinics during the practicum, the on-campus laboratory facilities can probably utilize the space and equipment of other allied health curricula such as medical assisting, nursing and respiratory therapy. For this reason the equipment requirements are minimal when these related health curricula are already being offered by the institution. Several specialty items the institution may need to purchase are form presses, cast cutter and separator, Sani Grinders, anatomical charts and foot models.

Instructor Qualifications

The Council on Podiatry Education of the American Podiatry Association, the official accreditation agency for educational programs in the podiatric field, has developed guidelines for staffing a podiatric assistant curriculum (See Appendix E). The director of the clinical training program and the clinical instructors must be licensed podiatrists. Typically, the clinical director and faculty are engaged in private practice and provide instruction on a part-time basis.

Experience has demonstrated that instructional personnel from other disciplines such as medical assisting, radiological technology, physical medicine and physical therapy can be utilized in the podiatry courses. Knowledgeable persons from these and other fields can be brought in as guest speakers. Whether employed as regular instructional staff or invited speakers, inclusion of non-podiatry professionals in courses where appropriate further enhances the quality of instruction by providing the students additional insight and a broader perspective of the topics under consideration.

VI. ABSTRACTS OF CURRICULUM MATERIALS

This section contains abstracts of three podiatric assisting textbooks and a catalog of instructional materials. It should be noted that the textbook by Dr. Irvin I. Donick, *Podiatry for the Assistant* (1977), was cited by many of the persons contacted in this study as the most comprehensive and up-to-date textbook available. This book emphasizes the clinical side of assisting; a more in-depth treatment of the office responsibilities of the podiatric assistant is given in *The Professional Podiatric Assistant* by Theodore H. Clarke (1968). Both books would be useful in programs seeking to comprehensively train podiatric assistants. The third book, *Auxiliary Personnel in Podiatry* (Bernstein & Gold, eds., 1977), offers the perspective of selected podiatrists toward the recruitment, training and utilization of podiatric assistants. The book will be a useful supplement to the two previously noted.

Following the abstracts of instructional materials is an abstract of the supplementary document of curriculum materials compiled by CONSERVA. This document contains curriculum materials which were obtained from existing or recently operating programs in podiatric assisting. It thus can serve as a useful resource in planning and developing a curriculum for preparing podiatric assistants.

A characteristic of quality podiatric assistant programs is a library comprised of the authoritative books and journals in the field. Appendix F presents two bibliographies to which a community college can refer in building a podiatric assistant library. Presented is the bibliography of podiatry books and journals used by Jefferson Community College and a list of library materials recommended for podiatric residency programs by the American Podiatry Association.

Title: AUXILIARY PERSONNEL IN PODIATRY
Authors: Myron Z. Bernstein and Robert H. Gold
Publisher: Futura Publishing Company, Inc.
P.O. Box 298
Mount Kisco, NY 10549
Year: 1977
No. of Pages: 233
Cost: \$22.50

Auxiliary Personnel in Podiatry is a book of readings intended as a podiatrist's guide for the training of auxiliary personnel. The text covers recruiting, training and maintaining auxiliary personnel. Particular emphasis is given to patient relations, office records and procedures, and the clinical duties of auxiliary personnel. Selected chapters include, "How to Develop an Office Manual, The Office Coordinator, The Receptionist-Secretary, Suggested Readings for Podiatric Assistants, Training the Assistant in Vital Signs and Diagnostic Equipment, Orthopedic Laboratory Procedures for the Assistant, The Podiatric Surgical Assistant, The Assistant's Role in History Recording and Examination, The Chairside Assistant, Proper Bookkeeping: The Secret to Increased Podiatry Office Efficiency, Accounts Receivable Management for the Assistant, and Preventive Podiatry: A Program Administered by the Podiatric Assistant." While intended as a guide for podiatrists, the nature and reading level of the material render the book useful as a supplementary textbook in a podiatry assistant program.

TEXT OR REFERENCE

Title: PODIATRY FOR THE ASSISTANT
Author: Irvin I. Donick
Publisher: Futura Publishing Company, Inc.
P.O. Box 298
Mount Kisco, NY 10549
Year: 1977
No. of Pages: 373
Cost: \$17.50

Podiatry for the Assistant is the most comprehensive and current textbook on the clinical responsibilities and duties of the podiatry assistant available today. The book is divided into thirteen chapters. Chapter 1 presents the history of podiatry and pertinent legal issues. Chapter 2 is concerned with the office responsibilities of the podiatry assistant. Chapter 3 acquaints the reader with the medical terminology used in podiatry. Various systems of the human body are described in Chapter 4. Chapter 5 discusses the anatomy and physiology of the foot. Chapter 6 discusses the maintenance of patient medical records and the physical examination. Chapter 7 introduces podiatry instruments, equipment and supplies. Chapter 8 discusses the fundamentals and techniques of x-rays. Biomechanical evaluation and prosthetics are presented in Chapter 9. In Chapter 10 common podiatric problems are described. Paddings, strapping and dressings are presented in Chapter 11. Chapter 12 introduces the reader to the equipment, supplies and responsibilities of the podiatry assistant in surgery. Medical emergencies are discussed in Chapter 13. The book concludes with a bibliography of other podiatry materials.

TEXT OR REFERENCE

Title: THE PROFESSIONAL PODIATRIC ASSISTANT
Author: Theodore H. Clarke
Publisher: Indiana State Podiatry Association
514 Illinois Building
Indianapolis, IN 46204
Year: 1968
No. of Pages: 144
Cost: \$12.50

The Professional Podiatric Assistant was written as an office aid for podiatry assistants who are either the sole employee in the podiatrist's office or are employed in a multiple assistant office. The book discusses both the office and the clinical duties of podiatry assisting as well as the humanistic and philosophical aspects of client relations. The book is divided into five parts. Part One describes the many roles filled by the podiatry assistant such as receptionist, chairside assistant, podiatry technician, podiatric hygienist, podiatric surgical assistant and podiatric office manager. Additional matters covered in the first part include office policies, dress standards and staff meetings. Part Two of the book emphasizes office procedures and records. Discussed are such items as appointment scheduling, client interviewing, patient policies, records, letters, insurance, housekeeping duties, supplies and inventory, anatomy and terminology. Part Three describes the clinical duties of the podiatry assistant in the areas of out calls, emergencies, x-ray technology, laboratory services, physical therapy and surgery. Part Four describes several of the more well-known podiatry associations. Part Five contains references on other podiatry materials.

TEXT OR REFERENCE

Title: CATALOG OF AUDIOVISUAL, INFORMATIONAL, AND EDUCATIONAL MATERIALS

Author: American Podiatry Association
Publisher: American Podiatry Association
20 Chevy Chase Circle, N.W.
Washington, DC 20015

Year: 1978

No. of Pages: 35

Cost: No charge

This catalog presents a variety of materials which would be useful as instructional aids in a podiatric assistant program. The types of materials offered include motion picture films on podiatry and surgery, slides series such as "Foot Manifestations on Systemic Diseases," filmstrips such as "Foot Disorders Common to the Aged," tape recordings, and foot health literature and materials. Many of these items are available from the association or on a rental basis, while other materials may be purchased.

CATALOG

Title: PODIATRIC ASSISTING: SUPPLEMENTARY CURRICULUM MATERIALS

Compiled by: CONSERVA, Inc.

Available

From: East Central Curriculum Coordination Center
100 North 1st Street
Springfield, IL

Year: 1979

This document was compiled and bound by CONSERVA, Inc. and consists of curriculum outlines, course descriptions and course objectives used in various post-secondary vocational education programs across the country. The following is a list of community colleges, universities, and technical institutes represented in the document:

- Essex Community College
- Jefferson Community College
- Pennsylvania College of Podiatric Medicine

CURRICULUM GUIDE

REFERENCES

- Forgione, Pascal D., Jr. and A.L.Kopp. *Curriculum: Development Needs for Vocational Education: New and Changing Occupational Areas*. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1979.
- Johnson County Community College, Office of Institutional Research. "Employer Manpower Needs and Job Entry Requirements for Biomedical Equipment Technician." In *Special Package of Instructional Resources for Biomedical Equipment Technology*. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1978.
- Meleen, Paulette S. and others. *Planning for Vocational Education: New and Emerging Occupations*. Belmont, MA: Contract Research Corporation, 1976.
- Nelson, Orville, "Emerging occupations." *The Wisconsin Vocational Educator*, 1978, 4, pp. 1-3.
- Spetz, Sally H., W.D. Heath and D. Katz. *Current and Future Employment Opportunities in New and Emerging Occupations within Illinois*. Raleigh, NC: CONSERVA, Inc., 1978. (Sponsored by the Illinois State Board of Education.)

APPENDICES

APPENDIX A
SCHOOLS CONTACTED WHICH HAVE A PAST OR
CURRENT INTEREST IN PODIATRIC
ASSISTANT PROGRAMS

ILLINOIS

Illinois College of Podiatric Medicine
1001 North Dearborn Street
Chicago, IL 60610

KENTUCKY

Jefferson Community College
First and Broadway
Louisville, KY 40202

MARYLAND

Essex Community College
Baltimore, MD 21237

MINNESOTA

916 Area Vocational Technical Institute
3300 Century Avenue North
White Bear Lake, MN 55110

PENNSYLVANIA

Pennsylvania College of Podiatric Medicine
Eighth at Race Street
Philadelphia, PA 19107

WASHINGTON

Edmonds Community College
20000 68th Avenue West
Lynwood, WA 98036

APPENDIX B
INDIVIDUALS INDICATING AN INTEREST IN CONSULTING

Dr. Irvin I. Donick
300 East Joppa Road
Towson, MD 21204
(301)828-5420

Dr. Charles W. Gibley, Jr.
Peansylvania College of Podiatric Medicine
Eighth at Race Street
Philadelphia, PA 19107
(215)629-0300

Dr. Richard H. Lanham, Jr.
1402 Blackiston Mill Road
Clerksville, IN 47130
(812)282-7701

Dr. Dave J. Rubenstein
Illinois College of Podiatric Medicine
1001 North Dearborn Street
Chicago, IL 60610
(312)280-2888

Dr. M. Angelice Siebert
500 Zorn Avenue
Louisville, KY 40206
(502)895-0695

APPENDIX C

RELATED AGENCIES/ORGANIZATIONS

American Academy of Podiatry Administration
4759 South Freeway
Fort Worth, TX 76115
(817)923-1953

American Podiatry Association
20 Chevy Chase Circle, N.W.
Washington, DC 20015
(202)537-4900

American Society of Podiatric Assistants
2204 Washington Avenue
Waco, TX 76702
(817)754-1811

American Society of Pediatric Medicine
P.O. Box 726
Sidney, OH 45365
(513)492-6062

APPENDIX D

PRELIMINARY LISTING OF TASKS PERFORMED BY PODIATRIC ASSISTANTS

List developed by 916 Area Vocational Technical Institute,
3300 Century Avenue North, White Bear Lake, MN 55110

List provided by Martha Yucel, Director of Instruction,
Health and Personal Care Occupations Department

PRELIMINARY TASK LISTING	
Task No.	Title of Package
001	Describe Structure & Function of Leg, Foot & Musculo-Skeletal System
002	Identify Foot & Ankle Skeletal Structures
003	Identify Heels
004	Identify Wedging
005	Mold & Fabricate Leather Arch Supports
006	Biomechanical Rohadur Orthotics (Root)
007	Prepare a Plaster Impression Coating of the Feet
008	Prepare a Latex Fabrication
009	Use Fiberglass Application Appliances
010	Apply Plaster Casts & Boots
011	Communicate Effectively with Hospital Personnel & Patients
012	Maintain Personal Hygiene
013	Identify Needles & Describe Methods of Cleaning & Sharpening
014	Clean & Disinfect Oral Thermometers
015	Identify Surgical Instruments
016	Clean & Maintain Surgical Instruments
017	Assemble a Basic Instrument Tray for O.R.
018	Assemble Emergency Trays
019	Package Items, Trays & Linens for Sterilization
020	Inspect & Fold C.S. & Surgical Linens
021	Assemble Surgical Linen Packs
022	Identify the Principles of Glove Reprocessing
023	Describe Principles & Methods of Sterilization
024	Identify, Clean & Maintain Pertinent Parts & Controls of the Steam Sterilizer
025	Load the Steam Sterilizer Cart
026	Identify, Clean & Maintain Parts & Controls of the Gas Sterilizer
027	Select Items to be Gas Sterilized, Load & Operate a Gas Sterilizer
028	Operate a Gas Aeration Chamber
029	Store, Clean & Sterilize Items
030	Identify Disposable Items
031	Identify the Basic Organization of the Human Body
032	Describe Medical Laws & Ethics
033	Wash Hands According to Procedure — Scrubbing
034	Take Temperatures in a Clinical Setting
035	Take Pulse & Respiration (Includes Anatomy & Physiology of the Respiratory System)
036	Take the Blood Pressure (Includes Anatomy & Physiology of the Circulatory System)
037	Prepare Equipment for Sterilization
038	Operate Sterilizing Equipment
039	Administer Oral Medication
040	Perform Injections
041	Use Podiatric Facilities in Metro Area
042	Assist During Biomechanical Exam & Treatment (Includes Anatomy & Physiology of the Skeletal System)
043	Use the Telephone
044	Assist the Physician in Minor Surgery
045	Align & Drape the Patient (Includes Anatomy & Physiology of the Muscular System)
046	Orient the Medical Assistant to the Laboratory
047	Use the Photometer
048	Perform a Capillary Puncture & Determine Hemoglobin Concentration
049	Perform & Record Urinalysis Tests (Includes Anatomy & Physiology of Urinary System)
050	Prepare Specimens for Analysis
051	Perform Venipunctures & Collect Blood for Diagnostic Tests (Includes the Study of Blood)
052	Perform Blood Chemistries Basic to the Podiatrist's Office
053	Perform Leukocyte or White Cell Count (WBC) (Includes Anatomy & Physiology of Lymphatic System)
054	Perform a Microhematocrit
055	Perform Erythrocyte Sedimentation Rate (Sed Rate)
056	Perform Agglutination Tests
057	Perform a Prothrombin Time
058	Perform Cultures & Identify Colonies
059	Perform Sensitivity Tests on Bacteria
060	Assist with Radiography
061	Perform a Platelet Count
062	Prepare Patient for a Complete Physical Exam & Perform Diagnostic Tests
063	Perform Multi-Media First Aid
064	Perform CPR
065	Perform a Differential White Count From a Blood Smear
066	Perform Urinalysis Tests
067	Complete Off-Campus Training
068	Use Medical Terminology
069	Manage Office Supplies
070	Maintain a Podiatric Office
071	Schedule Appointments
072	Register New Patients
073	File Medicare Claims
074	File Health Care Claims
075	File Blueshield/MII Claims
076	Prepare Minn. Med. Assistance Forms
077	Identify Principles of Medication
078	Use PDR
079	Prepare Workmen's Compensation Forms
080	A/C for Daily Receipts & Charges
081	Transcribe Medical Letters
082	Use Typewriter (Basic Keyboard)
083	Speed Building & Accuracy
084	Transcribe
085	Podiatric Office Assistant Typing
086	Introduction to Records Management
087	Alphabetical Indexing Rules
088	Use Basic Filing Systems
089	Handle Incoming & Outgoing Mail
090	Schedule Business Meetings, Luncheons & Conferences
091	Accounting

092	Use the Metric System	098	Investigate Verbal & Non-Verbal Communications
093	Investigate Job Sources & Job Seeking Forms	099	Investigate Perception & Listening Skills
094	Investigate Employer-Employee Relationships & Analyze Your Own On-The-Job Attitudes	100	Investigate Feedback Skills to Assist in the Development of Positive Job Attitudes
095	Investigate the Procedures Involved in Completing an Application & Taking the Employment Test	101	Analyze Small Work Group Dynamics
096	Investigate Job Interview Procedures & Demonstrate Positive Attitudes	102	Investigate Work Attitudes Through Participation in Group Discussions
097	Introduce Work Attitudes & Personal Development	103	Complete Clinical Learning Experience in Podiatrist's Office

APPENDIX E
AMERICAN PODIATRY ASSOCIATION
ACCREDITATION INFORMATION

Appendix E.1
Criteria and Guidelines for
Evaluating Podiatric Assistant
Training Programs

Appendix E.2
Manual of Procedure for
Accrediting Podiatric Assistant
Training Programs

Appendix E.1
Criteria and Guidelines for
Evaluating Podiatric Assistant Training Programs

COUNCIL ON PODIATRY EDUCATION
AMERICAN PODIATRY ASSOCIATION
20 Chevy Chase Circle, N.W., Washington, DC 20015

The Council on Podiatry Education

The Council on Podiatry Education of the American Podiatry Association is the official agency for accrediting educational programs in the field of podiatry. The Council is recognized by the National Commission on Accrediting and by the United States Office of Education. Authority for the work of the Council derives from the bylaws of the Association.

Purpose of Accreditation

Accreditation, as applied in podiatry education, is the recognition accorded to an educational program that meets the criteria established by the podiatry profession through its chosen representatives. Accreditation promotes and assures high quality education and continuing improvement in the educational program and its operation.

Evaluation of Program

The evaluation for accreditation of a podiatric assistants training program consists largely of the following considerations:

1. The adequacy of the statement of objectives to be achieved by the student;
2. The resources of the institution to enable the student to reach the stated objectives;
3. The application of these resources in the attainment of these objectives.

Definition of Term

The term "podiatric assistant" is defined as an individual who, by virtue of education, training, and experience, is qualified to provide support for the podiatrist in his service to patients. The podiatrist assumes responsibility for this activity. The competency of the assistant and the degree of support provided are in direct proportion to the demonstrated level of achievement. However, regardless of the level of achievement, the podiatric assistant must perform these services under the direction of the podiatrist.

The Council on Podiatry Education of the American Podiatry Association has established these minimal requirements for the information of educational institutions, practitioners, hospitals, and prospective students for the protection of the public. Individuals are to be trained in accredited educational programs to work as assistants under the direction of a licensed podiatrist and not independently. The podiatric assistants training program is a clinical discipline; therefore, programs of instruction and training must be clinically oriented.

Criteria and Guidelines

I. Objectives

The institution should have a statement of objectives which describes adequately the intended accomplishments of the program and which is in keeping with public need, aspirations of the profession, and requirements of the students. The objectives should be realizable and should fall demonstrably within the general purposes of the institution.

The objectives should be stated in terms of attainments expected to be achieved by the student through the opportunity provided to gather experience in the area of podiatric assisting.

II. Administration

Acceptable educational programs for training podiatric assistants must be established in an academic environment acceptable to the Council on Podiatry Education. The necessity of adequate clinical training, however, is a paramount necessity.

Training of podiatric assistants must be under competent podiatric professional direction. Though academic courses may be taught in a college setting, it should be recognized that such teaching is pre-clinical in nature and the podiatric assistants program itself is essentially a clinical discipline.

Resources for continued operation of the training program should be assured through regular budgets, gifts, and endowment and without total reliance on tuition fees. Local alumni participation is an additional resource that should be recruited actively.

Records of all students must be maintained, including records of high school or college work or other credentials. Records of attendance and student performance, including a detailed analysis of clinical experience, shall be maintained.

III. Faculty

The director of the clinical training program must be a licensed podiatrist. He should participate in and be responsible for the clinical training program. Academic instructors must be competent in their respective fields and be properly qualified.

A sufficient number of instructors must be available and should include, to the extent feasible, qualified podiatric assistants. Clinical instructors must be licensed, qualified podiatrists. The number of students in the collegiate program should not exceed the number that can be clinically supervised and trained.

IV. Facilities and Equipment

Adequate facilities and equipment must be available to provide proper atmosphere and training. Facilities for teaching the basic science courses are necessary. The academic facility must be accredited by a recognized accrediting agency.

Adequate equipment shall mean to include all types of modalities in current, accepted use.

Where affiliation with hospitals is deemed necessary or important, it should be established only if adequate supervision is assured. Teaching functions of the affiliated hospitals must remain the responsibility of the director of clinical training, and such affiliations must be approved by the Council on Podiatry Education.

V. Admission Requirements

Candidates for admission must have completed high school or have passed a standard equivalency test. Courses in biology, physics, chemistry, algebra, and geometry are recommended but not required. Education beyond the high school at related vocational, nursing, or collegiate levels is helpful.

VI. Curriculum

The program should include an adequate number of hours of training in an educational institution and a podiatric facility to fulfill the objectives of the program.

Each student must receive instruction in appropriate basic sciences relative to the health profession to provide a basis for a sound clinical training program.

The basic podiatric assistants curriculum should contain the following courses:

- Effective Communications
- Basic Science Fundamentals
- Health Education in Podiatry
- History and Charting
- Office Administration
- Terminology
- Clinical Training Program

VII. Library

Adequate library facilities must be available to students in the training program. Podiatric texts and periodicals must be part of the library.

VIII. Clinical Program

The clinical program should be planned so as to provide a one-

on-one relationship with the podiatric assistant and the podiatrist and/or student podiatrist.

IX. Ethics

Excessive tuition or other student fees and commercial advertising are considered unethical. Institutions substituting students for paid personnel to meet the work load of a department will not be considered for accreditation. Student tuition and fees and a refund policy should be stated in the brochure announcing the program. In admissions and recruitment, institutions shall not discriminate on the basis of sex, creed, race, or national origin.

(July 1972)

Adopted by the Council on Podiatry Education on January 21, 1972, and approved by the House of Delegates by Resolution No. 9 on July 27, 1972.

Appendix E.2
Manual of Procedure for
Accrediting Podiatric Assistant Training Programs

COUNCIL ON PODIATRY EDUCATION
AMERICAN PODIATRY ASSOCIATION
20 Chevy Chase Circle, N.W., Washington, DC 20015

The following procedures have been developed by the Council on Podiatry Education for use in evaluating and accrediting podiatric assistants training programs.

Procedures

An institution seeking initial evaluation or reevaluation of its podiatric assistants training program makes application by submitting six copies of Con Pod Ed: 530, "Application for Evaluation of Podiatric Assistants Training Program," to the Director of the Council on Podiatry Education.

Arrangements for evaluation visits are made by the Director of the Council, with dates agreed upon by the evaluating committee members and the institutional staff.

Evaluating Committee

The evaluating committee is appointed by the Chairman and approved by the Council and consists of at least two members of the Council. The Director of the Council usually serves as secretary for the visit. One of the appointed members of the evaluating committee shall serve as chairman.

The committee may invite consultants to accompany the team during the visit. A liaison member from a state or federal agency or other accrediting body may accompany an evaluating committee, with permission of the institution. A distinct effort is made to select a committee that will render an impartial judgment.

At least four weeks before the visit, members of the committee are sent a copy of the application form and attachments and are expected to familiarize themselves with information contained therein.

On-Site Visit

The evaluation visit has two purposes:

1. To provide the Council with an opportunity to obtain information supplementary to that gained from the application form;
2. To assist the Council, by means of personal observations and findings of the committee, to make judgments on matters that may not be adequately ascertained by questionnaires, such as morals, quality of the physical facilities, and general quality of the program.

The visit usually takes one day. The committee usually holds an executive session on the evening before the visit, at which time information gained from the application form is reviewed and special areas of consideration are noted. Also at this meeting, the general evaluation format is discussed, such as the schedule of activities to be performed during the visit.

During the visit these procedures are usually followed:

1. Meeting with the program director to discuss the purposes of the visit and to outline the schedule of the procedures to be followed.
2. Meeting with faculty and clinical personnel to discuss the program.
3. Courtesy visits with the president or other administrators of the institution.
4. A tour of the physical facilities, including the clinic and library, where the program is administered.

5. Conferences with student representatives, held in the absence of staff or faculty to insure maximum freedom of expression.
6. Meeting in executive session at which time the evaluating committee assures itself that pertinent, established criteria for evaluation of the program and institution are substantially met. The appropriate institutional accreditation should also be verified by the evaluating committee.
7. At the conclusion of the visit, the evaluating committee again meets with the program director to discuss tentative findings and recommendations. This meeting provides an opportunity to check on possible inaccurate and incomplete information and possible misinterpretation of what has been observed. At this meeting, the program director is advised as to when a report of the evaluation may be expected.

Preparation of the Report

Each member of the evaluating committee is assigned responsibility to prepare particular portions of the evaluation report. These statements are to be prepared promptly and sent to the Director of the Council, who then prepares a draft of the report which is sent to all members of the committee for their comments. Another draft is then prepared by the Director, taking into account the comments of the committee members. This draft is also sent to the director of the program for review of any inaccurate information. A final draft is then prepared for the Council on Podiatry Education.

Review By Committee On Hospital Service and Auxiliary Personnel

The final draft of the report of the evaluating committee is reviewed by the Council's Committee on Hospital Service and Auxiliary Personnel at a meeting attended by the evaluating committee and program representatives, if they so choose. The Committee on Hospital Service and Auxiliary Personnel recommends to the Council appropriate action, including the date through which any accreditation will extend, and any changes in the final report.

After the Committee on Hospital Service and Auxiliary Personnel has made its recommendation, the program director or representative is given an opportunity to comment on the recommended action before the entire Council.

Action By The Council

The Council takes action, which may be:

1. *To accredit or to continue accreditation:*
 - a. *To accredit:* Applies to a new program or to a program that previously had its accreditation removed.
 - b. *To continue accreditation:* Applies to a program which has previously been accredited and whose status is about to expire.

The institution is advised in writing of the Council's action and of the date through which the accredited status of the program extends.

2. *To grant provisional accreditation:* Applies to a program that has deficiencies which may adversely affect to a significant degree the quality of education if the deficiencies are not corrected within a reasonable period of time.

The institution is advised in writing of the action taken by the

Council. The notice shall contain (1) the specific facts that have caused the action by the Council; (2) the date that the action becomes effective unless an appeal is received from the institution; (3) the date by which an appeal must be received by the Council; and (4) the length of time in which the deficiencies must be corrected in order to maintain Council accreditation.

The provisional accreditation may be removed by the Council upon presentation by the institution of adequate evidence that the deficiencies have been corrected. The Council may then take other appropriate action.

3. To deny or to remove accreditation:

- a. **To deny accreditation:** Applies to a new program or to a program whose accredited status is about to expire or has expired. It may also apply to a program seeking accreditation after having its accredited status removed or denied.
- b. **To remove accreditation:** Applies to an accredited program that has developed serious deficiencies during the period of accreditation and whose deficiencies have not been corrected within the time specified by the Council.

The institution is advised in writing of the action taken by the Council. The notice shall include (1) the specific facts and reasons leading to the conclusion that accreditation or continued accreditation does not appear to be warranted; (2) the effective date of the Council's action; and (3) the date that an appeal must be received by the Council.

The institution shall be informed as to when it may apply for a reevaluation for accreditation by the Council.

Appeal Procedure

When the Council considers provisional accreditation or denial or removal of accreditation, the Council's action shall not become final, nor shall it be published, until the institution whose program is affected thereby has been afforded an opportunity to file a written appeal with the Council. Such appeal shall be filed within such reasonable period of time as the Council may allow but not less than thirty (30) days. Any appeal so filed shall contain specific facts and reasons for which the institution contends the Council's proposed action should not be taken.

Prior to the expiration of the time for filing the appeal (but not in lieu of submitting the aforementioned written statement), the institution may request an oral hearing. The hearing, if requested, shall be a matter of right in all instances when the Council considers provisional accreditation or denial or removal of accreditation.

When a hearing is to be held, the Council's proposed action shall be suspended, and shall remain unpublished, until a final decision has been reached following the hearing.

A hearing shall be scheduled as soon as practicable but in no event less than thirty (30) days after the request therefore has been filed.

The hearing committee shall consist of three persons, one of whom shall be a member of the Council who shall act as chairman; two persons not members of the Council shall be appointed by the Council Chairman and approved by the Council.

The time and place of the hearing shall be determined by the Council with a view to the reasonable convenience of all participants concerned. The proceedings at the hearing shall be stenographically recorded.

At the hearing, the institution shall have a full opportunity to present facts and statements either orally or in writing, or both. All material presented at the hearing shall bear on the Council's proposed action, but shall not be limited to facts available to the original evaluating committee.

Attendance at the hearing shall be limited to members of the hearing committee; staff and consultants; and representatives of the

institution, including legal counsel, if desired. Attendance at the hearing for members other than the hearing committee shall be at the expense of the parties concerned.

The hearing committee shall report to the Council and shall make a recommendation. Final action shall be by the full Council and may be taken at a regular or special meeting of the Council. Such decision may affirm, reverse, or modify the earlier action, except that modification may not impose a more severe action. The Council may return the matter to the hearing committee or to the same or different evaluating committee for an additional evaluation if such action is deemed appropriate.

Action of the Council shall become final upon (1) a decision following an appeal and/or a hearing as provided in this section; (2) the expiration of the period for written appeal when none is filed; or (3) the expiration of time for requesting a hearing when an appeal is filed but no hearing is requested or allowed. Final decisions of the Council are conclusive and not subject to further appeal.

Notification of Action

Decisions of the Council are transmitted in writing to the director of the program.

Distribution of Report

Twenty copies of the report are sent to the program director for distribution as the institution wishes.

Confidentiality

All proceedings, reports, and communications regarding any program evaluation or accreditation are confidential.

Follow-Up

The time interval between accrediting visits to an institution is usually three years. However, it may be advisable to vary this period in accordance with the needs of an institution and the desirability of coordinating a Council on Podiatry Education evaluation visit with that of a regional accrediting agency.

Annual Report

Each year an accredited podiatric assistants program is required to furnish the Council a report on the progress of the recommendations made in the last evaluation report. This report is due by December 31 beginning the year after the previous evaluation report.

Emergency Situations

If, during a period of accreditation, the educational processes at an institution with a podiatric assistants training program are interrupted or deteriorate to an extent that, in the judgment of the Council, immediate action is required, the Council may suspend the accreditation.

In the event of such suspension, the institution shall be entitled to an emergency hearing without the need for written appeal. The hearing shall proceed in accordance with and be subject to the procedures heretofore stated.

As a result of the hearing, the Council may terminate or continue the suspension (or take other action as heretofore described), provided that no period of suspension may remain in effect for a period exceeding one hundred and twenty (120) days.

Financial Aspects

No charge is made to an institution for an evaluation visit; the costs are borne by the American Podiatry Association.

(July 1972)

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COUNCIL ON PODIATRY EDUCATION
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**ACCREDITED PODIATRIC ASSISTANTS
TRAINING PROGRAMS**

Maryland

Essex Community College
7201 Rossville Boulevard
Baltimore, MD 21237

(One-Year Certificate Program)
(Two-Year Associate of Arts Program)

(Revised: August 1977)
(Supersedes 500, dated August 1975)

APPENDIX F
BIBLIOGRAPHIES OF PODIATRY MATERIALS

Appendix F.1
Bibliography of the Jefferson
Community College Podiatric
Assistant Program

Appendix F.2
Recommended Library List for
Podiatric Residency Programs by the
American Podiatry Association

Appendix F.1
Bibliography of the Jefferson Community College
Podiatric Assistant Program

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Appendix F.2
Recommended Library List for
Podiatric Residency Programs by the American Podiatry Association

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RECOMMENDED LIBRARY LIST FOR PODIATRIC
RESIDENCY PROGRAMS

This list of books and journals is recommended by the Council on Podiatry Education for libraries of institutions with podiatric residency programs.

- American Academy of Orthopaedic Surgeons: *Atlas of Orthotics; Biomechanical Principles and Application*. St. Louis, C.V. Mosby Co., 1975.
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